

AP English III Summer Assignment 2010-2011 School Year

Reading

The best preparation for AP English III is to spend the summer reading as much as possible. Pleasure reading improves your fluency and speed as a reader, and reading more thought-provoking texts develops critical thinking skills. Everyone must read **ONE** book from the following list. However, you are welcome to read all of the books if you like.

- *A Lesson Before Dying* Ernest Gaines
- *Ellen Foster* Kaye Gibbons
- *All the Pretty Horses* Cormac McCarthy
- *Slaughterhouse Five* Kurt Vonnegut
- *Blood Done Sign My Name** Timothy Tyson
- *American Childhood** Annie Dillard
- *Into the Wild** John Krakauer
- *The Glass Castle** Jeanette Walls

* denotes non-fiction

Please note that these books are found on either College Board recommended reading lists or the American Library Association's recommended reading for the college bound. It is important that you learn about the book's subject matter (through reading online reviews, consulting your teachers, or speaking to a librarian) before selecting it.

Additionally, all students are **required** to read and annotate** "**The American Scholar**". This essay, written by Ralph Waldo Emerson can be found at <http://www.emersoncentral.com/amscholar.htm> .

**See the attached directions on annotation techniques.

Writing

Select one of the following writing prompts:

- A. Think of an experience when you realized that you suddenly understood an idea, a skill, or a concept you had been struggling with -- it might be something related to a class that you took or a specific athletic skill you were trying to perfect. Write a narrative that tells the story of your movement toward understanding. How did you finally come to understand? What changed your perceptions and gave you a new understanding? Your paper should help readers understand how you felt to struggle with the idea or skill and then to understand.

- B. Think about an event in your life that seemed bad but turned out to be good. Tell the story of the event that you experienced and help your readers understand how an event that seemed negative turned out to have valuable consequences.

- C. Every place has things that change -- sometimes as the result of economics, sometimes because different people are involved, and sometimes for no clear reason that you know about. Think of a change to a place that you know well. Perhaps an older sibling moves out of the house and your family changes the room to a guest room or an office. Think of a specific change and narrate the events that occurred. Readers should know the details of the change, and they should know how you feel about the changes that occurred.

Your essay should be no more than 500 words long, typed, using a 12 point font and double spaced. Essays should exhibit your best writing skills.

DUE DATES

- Narrative essay Friday, Aug. 27th
- Reading and annotation of “The American Scholar” Monday, Aug. 30th
- One novel or non-fiction text Tuesday, Sept. 7th

EVALUATION

Your essay will be graded. Additionally, you will use the essay “The American Scholar” and your free choice novel for graded class activities. The grades on these three assignments will be averaged together and equal one test grade.

If you should have any questions about the assignment, please e-mail Mrs. Anderson at yanderson@wcpss.net or Mr. Phillips at rphillips@wcpss.net.

Criteria for Successful Annotation

Using your annotated copy of the book six weeks after your first reading, you can recall the key information in the book with reasonable thoroughness in a 15- to 30-minute review of your notes and the text.

Why Annotate?

- Annotate any text that you must know well, in detail, and from which you might need to produce evidence that supports your knowledge or reading, such as a book on which you will be tested.
- Don't assume that you must annotate when you read for pleasure; if you're relaxing with a book, well, relax. Still, some people—let's call them "not-abnormal"—actually annotate for pleasure.

Don't annotate other people's property, which is almost always selfish, often destructive, rude, and possibly illegal. For a book that doesn't belong to you, use adhesive notes for your comments, removing them before you return the text.

Don't annotate your own book if it has intrinsic value as an art object or a rarity. Consider doing what teachers do: buy an inexpensive copy of the text for class.

Tools: Highlighter, Pencil, and Your Own Text

1. Yellow Highlighter

A yellow highlighter allows you to mark exactly what you are interested in. Equally important, the yellow line emphasizes without interfering. Before highlighters, I drew lines under important spots in texts, but underlining is laborious and often distracting. Highlighters in blue and pink and fluorescent colors are even more distracting. The idea is to see the important text more clearly, not give your eyes a psychedelic exercise.

While you read, highlight whatever seems to be key information. At first, you will probably highlight too little or too much; with experience, you will choose more effectively which material to highlight.

(Choose the following link to view highlighting on sample pages from *Walden*.)

[Figure 1: Walden, pp. 212-213 \(.pdf/1.6MB\)](#)

2. Pencil

A pencil is better than a pen because you can make changes. Even geniuses make mistakes, temporary comments, and incomplete notes.

While you read, use marginalia—marginal notes—to mark key material. Marginalia can include check marks, question marks, stars, arrows, brackets, and written words and phrases. Create your own system for marking what is important, interesting, quotable, questionable, and so forth.

3. Your Text

Inside the front cover of your book, keep an orderly, legible list of "key information" with page references. Key information in a novel might include themes; passages that relate to the book's title; characters' names; salient quotes; important scenes, passages, and chapters; and maybe key definitions or vocabulary. Remember that key information will vary according to genre and the reader's purpose, so make your own good plan.

(Choose the following link to view the inside cover of *Walden* with sample handwritten notes:)

[Figure 2: Walden, inside front cover \(.pdf/844KB\)](#)

As you read, section by section, chapter by chapter, **consider doing the following, if useful or necessary:**

- At the end of each chapter or section, **briefly** summarize the material.
- Title each chapter or section as soon as you finish it, especially if the text does not provide headings for chapters or sections.
- Make a list of vocabulary words on a back page or the inside back cover. Possible ideas for lists include the author's special jargon and new, unknown, or otherwise interesting words.

that changed science as we know it—that's useful idiosyncrasy.

Source: Otten, Nick. "AP Central - How and Why to Annotate a Book." Web. 25 May 2010.

<http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/197454.html>